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California State College
San Bernardino

THE DEVELOPMENT OF A CAREER EDUCATION
CURRICULUM ADVISORY GUIDE


A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree of
Master of Arts
in
Education: Administration
By

John P. Wood, M.A.

San Bernardino, California

1983

APPROVED BY:


Advisor


Committee Member

THE DEVELOPMENT OF A CAREER EDUCATION

CURRICULUM ADVISORY GUIDE

John P. Wood, M.A.
California State College, San Bernardino, 1983

Statement of the Problem

The purpose of this project was to develop a personalized, individualized, career guidance curriculum plan as an example of how education can better serve the needs of its community and student populations. With much of the adult population dissatisfied with its own career development, the writer of this project felt that reform in this area of the educational system is called for.

Procedure

This writer produced a curriculum guide to be used in a student/advisor program at the secondary educational level. The guide consists of three sections and each was developed in a different fashion.

The first section is an outline of an entire four-year comprehensive developmental career education student skill plan identifying the program's purpose and overall objectives. Then a detailed competency/instructional matrix was developed which identifies eight student competency goals, the critical attributes to be taught to the students, and the delivery system through which the student would be instructed.

The second section is an individual planning system designed to develop a four-year career educational experience for a student. The basis of this tool was the Individualized Career Education Plan of the Youth Work Experience Program of Riverside County. The county's plan

was adjusted to the individual needs of the school in this project and incorporated as part of this curriculum guide.

The third section is a series of instructional units for different student career skills to be taught at each grade level. While there are many commercial packages on the market, these units are unique in that they are developed entirely for delivery in a student/advisor group setting. Each unit includes the skill to be taught, the objective, activities, and evaluation techniques.

Conclusions and Implications for Education

The need for career instruction and knowledge by society is increasing. For educational reform to take place in this area several things must take place. School district leaders must identify the needs of its community and students as far as career skills are concerned. Plus, teachers are going to have to embrace the concept of career education. They must work in conjunction with school leaders in modifying existing programs to meet their student's needs.

While a student/advisory setting is an excellent system through which to deliver career skills, by itself it cannot deliver all of the concepts that students need. The concept of career education as an infusion process is essential to imparting the basic skills needed for students to make a successful transition from the educational system to the work world.

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INTRODUCTION

Statement of the Problem

From the relatively recent year of 1956 when the term "career education" was first coined, this movement has become of such significance to our educational system that the United States Congress has made it a law of the land.¹ The reasons for this are complex but stem from two basic needs.

The first is the dissatisfaction of a large portion of the population with its own career development. The other is the need for new generations of different educational and saleable work skills. During the 1970's, this affected the teaching/learning process by creating a careers awareness emphasis and also an infusion of basic concepts of career development into the curriculum.

With the rapid changes taking place in the world around us, the career outlook for the future is greatly affected. Some of the major areas which are undergoing these dramatic changes include: family and human values, psychological changes, educational changes, and changes in the world of work.² Therefore, there is a continued need for the education system to assist the population in adapting to these changes. This is in addition to the techniques mentioned that were used in the

¹Feingold, Norman, S., Counseling for Careers in the 1980's, (Garrett Park, Maryland: Garrett Park Press), pp. 167-73.

²Hoyt, Kenneth B., Career Education: Where It Is And Where It Is Going, (Salt Lake City, Utah: Olympus Publishing Co., 1981), p. 1.

1970's.

This need is evident at Beaumont High School which is located in Riverside County, California. In an "Advisorship Program Evaluation Survey" given in the spring of 1982 at Beaumont High School to the entire student population, only 12% felt their courses were meaningful and fit into their career goals. However, 50% of the students indicated a need for further assistance in their career planning. A copy of the survey given is available in Appendix A (see pp. 56). These are student-expressed needs in a school which already has a comprehensive, student career development plan.

Beaumont High has a student/advisor program which is designed to provide each student with a significant adult who will assist the student with educational and social growth experiences. In the program advisor's handbook, six primary objectives are listed, with two dealing directly with career planning. One is to "guide each advisee with his/her educational and career needs." The other is to provide, in cooperation with the Pupil Personnel Services, "career guidance information." However, nowhere in the program handbook are there any provisions as to how to do this or exactly what needs to be done.

Statement of Objectives

The purpose of this project was to meet the needs of the Beaumont High School Advisorship Program. The objectives of this curriculum development program are the following:

1. To provide Beaumont High School advisors with a career education curriculum advisory guide.
2. To develop a four-year comprehensive, developmental career education student skill plan for Beaumont High School.

There are several benefits to be derived from such a program, in addition to the obvious one of a better career awareness and knowledge. Career education will help advisors to better understand their advisees. Career education is a wide ranging concept that has appeal for everyone. Finally, career education provides a natural way for sharing thoughts with others.

Limitations Of Proposal

Career education calls for people to change within the formal education system. The success of this curriculum guide depends upon the advisors, in this case the Beaumont High School Staff, using the materials in a productive manner with their student advisees. With some teachers throughout the United States there has been a reluctance to embrace career education and this holds true at Beaumont.³ Some view their task as only teaching subject matter. Others feel there is just not enough time for them to do this with the many other obligations expected of them.

Another possible limitation to this curriculum model is that it will attempt to infuse only four of the ten career education skills suggested by the United States Department of Education. This was done intentionally in order to attempt not to add on the entire burden of teaching career education skills on just one program. Also, in analyzing the total Beaumont High School educational plan, the other six points are covered thoroughly in other areas. This limitation is best summed up by educator Kenneth B. Hoyt: "None of the hundreds of kinds of programs now

³Ibid., p. 146.

in existence have ever, by themselves, proven successful in delivering the ten career education skills to all youths in the education system. We need to worry less about how much credit each program receives and worry more about how much help youth receive."⁴

Definition of Terms

Career Education - the total development of a student in learning about and preparing to engage in work.

Individual Career Education Plan - an assessment and planning tool designed for use within a structured guidance system for a student's personal career development.

Infusion - inserting concepts as part of a total package as opposed to adding something on where convenient.

Pupil Personnel Services - programs offered in conjunction with regular school educational program such as counseling, work experience, and career education services.

Student/advisor program - an educational system to provide each student the opportunity to choose a significant adult who assists the student with educational and social growth opportunities.

Teaching/learning process - the prescriptive method by which a person is assisted to learn new concepts and/or skills.

⁴Ibid., P. 17.

REVIEW OF RELATED LITERATURE

While the term, "career education", itself, is relatively new, the educational approach which has been taken in developing it has not been. In fact, there are both historical and philosophical antecedents for much of it. In summarizing the framework in this area, Edwin Herr lists several points relevant to this work. "Virtually every concept which is presently embodied in career education has been advocated at some point in American education. . . . Although there were antecedents in life adjustment and progressive education positions prior to 1960, since then increased emphasis has been focused on the prevocational elements of decision-making and preparation to be found in the elementary, middle or junior high school educational levels."⁵

By the mid-1960's there was little tested data and experience relating to the individual integrating himself into the work aspects of society.⁶ Since this time there has been much attention paid to individual career planning. The different approaches, methods, and groups addressing this area have been varied. Boy Scouts of America and Girl Scouts of the U.S.A. have begun career exploration programs. Other national groups that have established career education policies include Junior Achievement, National Council of Churches, American Legion,

⁵Herr, Edwin L., Review and Synthesis of Foundations for Career Education, Information Series No. 61, (Columbus, Ohio: The Center for Vocational and Technical Education, the Ohio State University, 1972).

⁶Johnson, Walter F., Guidance, Counseling, and Student Personnel in Education, (McGraw-Hill Book Co., 1963), p. 264.

⁷Hoyt, pp. 78-79.

Rotary International, and the Urban League.⁷

Educational approaches to this individual development have generally been a secondary add-on approach. By this it is meant that methods using short term criteria of success are demonstrated over a matter of days, weeks, or months have been used rather than a developmental infusion approach. An example of this is the Northern Trails Area Education Agency in Clear Lake, Iowa, which has an advisor/advisee system which encourages parents, teachers, and students to visit concerning the student's progress in education when a career concern may appear.⁸

While short cut add-on methods have often been chosen, "career education, with its developmental infusion approach, is the only existing approach with hard data attesting to its effectiveness."⁹ While data in this area is still incomplete, the California School Counselors Association and The Personal and Career Development Services Unit of the California State Department of Education, have selected several schools with advisement programs that have used a similar approach. One example is Ocean View High School in Huntington Beach, California, which has a specific career goal that the "student will have skills in decision-making and seeking information . . ."¹⁰ Another is Venado Middle School of Irvine, California, which delivers competency-based learning activities in the career area.¹¹ An infusion approach, based

⁸Ibid., pp. 88-160.

⁹Ibid., p. 89.

¹⁰Cunha, Joseph E., Student Advisement, California Personnel and Guidance Association Monograph Number 14, 1981.

¹¹Ibid.,

upon primary objectives dealing with career planning for the individual student, is the most sound way to approach career education according to the literature.

The Pupil Personnel Services of the California State Department of Education gives the following advice for developing a curriculum. "When reviewing various strategies available...you might keep in mind three possible decisions: to adopt, to adapt, to create. That is, you can adopt a strategy proven effective in another setting. You can select an already developed strategy and adapt it to fit your situation, or you can create that product."¹² In analyzing the many programs that have been developed related to career education, they can be divided into three different categories: individual school districts, county school plans, and commercial packages. While there are numerous programs available, the State's suggestions of adopting, adapting and creating must be kept in mind when developing a curriculum for a unique setting.

Among the literature in which school districts have addressed this subject is a teacher-oriented curriculum model by the Ceres Unified School District of Ceres, California. Entitled, Toward Better Work Attitudes, this program was designed to help vocational students develop positive work attitudes. The format of this model for teaching each attitude skill is a three-step method listing the specific objective, several suggested activities, and an evaluation process. The Career Education Program Four Year Outline of Buena Park High School in Southern

¹²Upton, Anne L., et al. A Planning Model for Developing a Career Guidance Curriculum, (California Personnel and Guidance Association Monograph Number 12, 1978), p. 37.

California is similar, giving objectives and actual sample activities. Its program differs from Ceres in that it is broken down into what is done at each grade level. While the use of objectives, activities, and evaluation appears to be reasonable when used in the teacher/learning process, it also is logical to divide the teaching of the skills into specific grade levels for a regular secondary school.

County school systems also deal with aspects of career education that is applicable to an advisory situation. The Job Preparation Units of San Bernardino County, designed for individualized instruction for students entering employment, has curriculum units that also follow an objective, activity, evaluation process. These units' objectives deal with specific student skills and generate related activities. William E. Rouson, Coordinator of Youth Work Experience for Riverside County, has developed an Individualized Career Education Plan in cooperation with counselors and other school personnel for high schools in Riverside County. This system is an assessment tool which "provides major organizing and implementing components for a comprehensive, individualized guidance and instructional system for career education."¹³ The ICEP forms may be computerized and assists students in their career development. A sample copy of the county's ICEP is presented in Appendix B (see pp. 59).

Numerous commercial program packages currently on the market have been developed which address career concerns. Among those reviewed for this project include the McKnight Publishing Company's, Succeeding in the

¹³William E. Rouson, Individualized Career Education Plan (Riverside, CA: Office of Riverside Superintendent of Schools, 1982), p. 1.

World of Work, VGM Career Horizons', Life Plan, and AEL's career decision-making program. None of the commercial packages reviewed were developed for a student/advisor setting. The materials were designed for a daily classroom situation. While parts of some could be adapted, the cost is prohibitive when attempting to purchase materials for an entire student population and the final product would not be totally satisfactory.

With a large portion of the population dissatisfied with its own career development, changes within the formal educational system are called for. Just being able and willing to work is no longer enough for the students leaving our school system. A review of the available literature shows that by using a personalized, developmental, career guidance and skill approach, education will serve the needs of its community and student populations in the area of career education.

DESIGN OF PROPOSED PROJECT

Curriculum Development Procedures

As of 1981, the United States Office of Education had established ten basic career education skills for which schools should provide instruction for students through a comprehensive, developmental career education program.¹⁴ These national recommended skills are the foundation for the eight career development competency goals of the Beaumont High School Career Education Course Outline. The instructional delivery system of four of these goals will be primarily through the advisorship program over a four-year developmental time period. Freshmen advisors would present one skill to their advisees, sophomore advisors another, and so on until all four skills were covered comprehensively. The goals delivered through the advisorship program are the basis for this career education curriculum advisory guide.

These goals are:

1. Students will demonstrate the ability to clarify a meaningful set of work values (freshman level).
2. Students will demonstrate the ability to make constructive use of leisure time (sophomore level).
3. Students will demonstrate the ability to make decisions critical to career success (junior level).
4. Students will demonstrate skills which perpetuates a humanistic attitude in the work environment (senior level).

¹⁴Hoyt, p. 15.

Format of Curriculum Guide

The curriculum guide consists of three sections; the first being a general introductory overview of the entire school career program, a second section dealing with individual career education planning, and another part dealing with the competency goal for each grade level. The guide will be included within the current existing advisor handbook, designed for use by each advisor. In addition, the Beaumont High advisory schedule provides for advisor in-service training to assist advisors in developing career planning skills which can benefit their advisees. This in-service is coordinated by the Pupil Personnel Services staff.

The actual format of the opening introductory section includes:

- A. Introduction to purpose of curriculum guide.
- B. Diagram of Beaumont's student career development plan.
- C. The Beaumont High School Career Education course outline.

The second section concerning the Individualized Career Educational Plan includes:

- A. Guidelines for using the ICEP within the advisory framework.
- B. Instructions for use of ICEP.
- C. A set of example ICEP forms (see Appendix B).

The format of the third section contains an instructional unit for each goal at each grade level. Each unit includes:

- A. The skill to be taught for that grade level.
- B. Precise objective or objectives to be taught.
- C. Several potential starter activities.
- D. Evaluation techniques.
- E. Additional hints or tips to keep in mind for each skill.

- F. Each starter activity is developed into a separate worksheet which will include the grade level, career skill, objective, and student activity. These will follow the instructional goal unit for each grade level.

The following is a sample of an instructional goal unit of the curriculum guide:

SKILL: Critical Decision Making

OBJECTIVE:

Students will demonstrate the ability to make decisions critical to career success.

ACTIVITIES:

1. Given the basic six steps involved in good decision making have the advisees place the steps in correct order.
2. Using the step-by-step decision making method have them solve a problem of their own.
3. Have the advisees select an individual, career-related problem and use the critical decision making process in solving it.

EVALUATION:

Advisor and/or advisee will keep a record of assignments completed. Record will be evidence for meeting objective.

*** While small group work is possible with the given activities, each advisee is probably at a different skill level. By the time a student reaches the third activity it is suggested that it be performed individually.

Evaluation

Evaluation of the program may be by one or more of the following methods:

1. Random advisory group surveys after every scheduled meeting.

2. A career education test of curriculum objectives given in the spring of the year to a random population sample.
3. A mid-year evaluation survey by group advisors.
4. A total population survey given at the end of the year.

**CAREER EDUCATION
CURRICULUM
ADVISORY GUIDE**

Section 1 - Introduction

Section 2 - Individualized Career Educational Planning

Section 3 - Advisory Instructional Units

SECTION I
INTRODUCTION

- Purpose of the Career Education Curriculum Advisory Guide
- Student Career Development Diagram
- Beaumont High School Career Education Program Outline

INTRODUCTION

Purpose of the Career Education Curriculum Advisory Guide

With the rapid changes taking place in the world around us, the career outlook for the future of Beaumont High School students is greatly affected. Through the "Advisorship Program Evaluation Survey" given in the spring of 1982 the students expressed needs for their courses to fit meaningfully with their career goals and for further assistance in individual career planning. The purpose of this guide is to allow you, the advisor, to meet the student population's career needs.

The curriculum guide consists of three sections; the first being a general introductory overview of the entire school career program, a second section dealing with individual career education planning, and another section which has instructional units for each goal at each advisory grade level. As the guide will show, the entire burden of teaching career education skills has not been placed on any individual program. An infusion process has been used utilizing classroom instruction, guidance, service, community resources, and the advisory program, in implementing the Career Education Program.

Too many students leave the formal educational system and become dissatisfied with their own career development. By implementing a four-year comprehensive, developmental career education student skill plan for the students of Beaumont High School, education will better serve the needs of this community. The success of this guide depends upon the advisors, in this case the Beaumont High School Staff, using the

materials in a productive manner. Some instructors throughout the United States have been reluctant to embrace career education believing that their task is only to teach subject matter. However, if attention is focused on how much help youth actually receive in meeting their needs, students graduating from the educational system will be better equipped to adjust to our rapidly changing world.

BEAUMONT HIGH SCHOOL TOTAL STUDENT CAREER DEVELOPMENT DIAGRAM

CAREER SPEAKER BUREAU - CAREER CENTER - COMMUNITY INVOLVEMENT - CAREER FAIR DAY.

INFORMATION PROVIDED TO STUDENTS ON OCCUPATIONAL FIELDS AND AVAILABLE HIGHER EDUCATION.

SELF ASSESSMENTS TESTING DATA, INTEREST SURVEYS, INVENTORIES. STUDENTS DEVELOP EFFECTIVE AWARENESS OF:

1. INTERESTS
2. VALUES
3. APTITUDES
4. ACHIEVEMENT

CAREER CENTER AND COUNSELING RESOURCES - SUPPORT OF TEACHER/CLASSROOM CAREER ACTIVITIES

ADVISORSHIP

AND

COUNSELING

Students helped on a one-on-one basis in planning individual's career education plan

CAREER CENTER COMPUTERIZED VOCATIONAL INFORMATION SYSTEM OF CAREERS AND COLLEGES. HANDBOOKS, FILMS, AND TAPES CONCERNING OCCUPATIONAL FIELDS AND ADDITIONAL AVAILABLE EDUCATION.

WORK EXPERIENCE EDUCATION

- SUPPORT OF CAREER EDUCATION PROGRAM OBJECTIVES

CLASSROOM SUPPORT OF CAREER OBJECTIVES ENGLISH AND SOCIAL STUDIES CLASSES UTILIZING CAREER AND CLASS RESOURCES. ALL CLASSES TEACHING BASIC SKILLS AND CAREER EDUCATION PROGRAM OBJECTIVES.

REGIONAL OCCUPATIONAL PROGRAM CLASSES

ADVISORSHIP PROGRAM - SMALL GROUP WORK IN WHICH:

1. EACH ADVISEE IS GUIDE WITH HIS/HER EDUCATIONAL AND CAREER NEEDS.
2. CAREER GUIDANCE INFORMATION AND DIRECTION IS PROVIDED.

Beaumont High School Career Education Program Outline

I. Course Information

- A. Course Title: Career Education
- B. Length of Course: 4 years
- C. Units of Credit: School Policy
- D. Recommended Prerequisites: None
- E. Grade Level Entry Recommended: Ninth

II. Purpose

The purpose of this program is directed towards the implementation and operation of a total school comprehensive, developmental, career education effort that will impart to students basic career education skills.

III. Program Objectives

We believe the career education program at Beaumont High School should achieve three essential student objectives.

- A. Students will demonstrate basic cognitive skills necessary to function in today's changing world of work.
- B. Students will demonstrate the ability to recognize the relationship between the educational curriculum and its practical application to the world of work.
- C. Students will demonstrate career skills required to make the transition from school to work.

IV. Competency/Institutional Matrix

(See following attached sheets)

CAREER EDUCATIONAL COMPETENCY/INSTRUCTIONAL MATRIX

CAREER DEVELOPMENT COMPETENCY GOAL	CRITICAL ATTRIBUTES - SHORT TERM INSTRUCTIONAL OBJECTIVE	GRADE LEVEL ACTIVITY INSTRUCTIONAL DELIVERY SYSTEM			
		GRADE 9	GRADE 10	GRADE 11	GRADE 12
Students will demon- strate basic skills.	Students will demonstrate effective: 1. Oral/Written Communication 2. Computation Skills 3. Reading Skills	English Social Studies Science Math Business Physical Education Languages Fine Arts Industrial Education	English Social Studies Science Math Business Physical Education Languages Fine Arts Industrial Education Driver Education	English Social Studies Science Math Business Physical Education Languages Fine Arts Industrial Education	English Social Studies Science Math Business Physical Ed- ucation Languages Fine Arts Industrial Education

CAREER EDUCATIONAL COMPETENCY/INSTRUCTIONAL MATRIX

CAREER DEVELOPMENT COMPETENCY GOAL	CRITICAL ATTRIBUTES - SHORT TERM INSTRUCTIONAL OBJECTIVE	GRADE LEVEL ACTIVITY INSTRUCTIONAL DELIVERY SYSTEM			
		GRADE 9	GRADE 10	GRADE 11	GRADE 12
Students will demonstrate self-awareness as related to career opportunities	Students will demonstrate effective awareness of: 1. Interests 2. Values 3. Aptitudes 4. Achievement	1. Social Studies A. Interest ROP Inventory B. Differential Aptitude Test C. Value Clarification 2. Counseling A. California Achievement Test B. Instructional Assistance 3. Adviser Program A. Interpretation of testing results 4. Career Center A. Provide information on careers B. Career Fair 5. All departments A. Awareness of departmental related careers	1. English A. Explore career clusters in relation to individual's characteristics. B. Learn methods of vocational research 2. Counseling A. California Achievement Tests B. Instructional Assistance 3. Adviser Program A. Interpretation of testing results 4. Career Center A. Provide information on careers B. Career Fair 5. All departments A. Awareness of departmental related careers	1. Counseling A. PSAT B. ASVAB C. Instructional Assistance 2. Adviser Program A. Interpretation of testing results 3. Career Center A. Provide information on careers B. Career Fair 4. Work Experience 5. All departments A. Awareness of departmental related careers	1. Counseling A. SAT B. Instructional Assistance 2. Adviser Program A. Interpretation of testing results 3. Career Center A. Provide information on careers B. Career Fair 4. Work Experience 5. All departments A. Awareness of departmental related careers

CAREER EDUCATIONAL COMPETENCY/INSTRUCTIONAL MATRIX

CAREER DEVELOPMENT COMPETENCY GOAL	CRITICAL ATTRIBUTES - SHORT TERM INSTRUCTIONAL OBJECTIVE	GRADE LEVEL ACTIVITY INSTRUCTIONAL DELIVERY SYSTEM			
		GRADE 9	GRADE 10	GRADE 11	GRADE 12
Students will demonstrate career survival skills.	Students will demonstrate effective: 1. Job seeking skills 2. Job finding skills 3. Job obtainment skills 4. Job holding/advancement skills	1. Social Studies A. Available job seeking resources B. Fill out employment forms C. Written letter of application D. Interpersonal relation skills 2. Career Center A. Orientation to career center resources 3. Counseling A. Regional Occupational Program enrollment	1. English A. Mock job interviews B. Awareness of Work Experience requirements 2. Career Center A. Occupational guides B. Occupational outlook handbooks C. Filmstrips. 3. Counseling A. Regional Occupational Program enrollment	1. English A. Career Advancement techniques B. Prepare resume C. Understanding of job mobility. 2. Career Center A. Provide educational/occupational speakers. 3. Counseling A. Regional Occupational Program enrollment 4. Work Experience A(Work experience program curriculum) B. Work permits	1. Career Center A. Provide educational/occupational speakers. 2. Counseling A. Regional Occupational Program enrollment 3. Work Experience A. Work Experience curriculum B. Work permits.

CAREER EDUCATIONAL COMPETENCY / INSTRUCTIONAL MATRIX

CAREER DEVELOPMENT COMPETENCY GOAL	CRITICAL ATTRIBUTES - SHORT TERM INSTRUCTIONAL OBJECTIVE	GRADE LEVEL ACTIVITY INSTRUCTIONAL DELIVERY SYSTEM			
		GRADE 9	GRADE 10	GRADE 11	GRADE 12
Students will demonstrate skills necessary to understand the American economic system.	<p>Students will demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Government's role in business 2. Historical development of the private enterprise system. 3. Organized labor's role in society. 				<ol style="list-style-type: none"> 1. Social Studies A. US Government units related to critical attributes.

CAREER EDUCATIONAL COMPETENCY / INSTRUCTIONAL MATRIX

CAREER DEVELOPMENT COMPETENCY GOAL	CRITICAL ATTRIBUTES - SHORT TERM INSTRUCTIONAL OBJECTIVE	GRADE LEVEL ACTIVITY INSTRUCTIONAL DELIVERY SYSTEM			
		GRADE 9	GRADE 10	GRADE 11	GRADE 12
Students will demonstrate the ability to clarify meaningful set of work values.	Students will be able to: 1. Clarify personal values. 2. Evaluate values. 3. Prioritize values.	1. Advisory Program A. Small group activities 2. Career Center A. Individual counseling	1. Advisory Program A. Small group activities 2. Career Center A. Individual counseling	1. Advisory Program A. Small group activities 2. Career Center A. Individual counseling	1. Advisory Program A. Small group activities 2. Career Center A. Individual counseling

CAREER EDUCATIONAL COMPETENCY / INSTRUCTIONAL MATRIX

CAREER DEVELOPMENT COMPETENCY GOAL	CRITICAL ATTRIBUTES - SHORT TERM INSTRUCTIONAL OBJECTIVE	GRADE LEVEL ACTIVITY INSTRUCTIONAL DELIVERY SYSTEM			
		GRADE 9	GRADE 10	GRADE 11	GRADE 12
Students will demonstrate the ability to make constructive use of leisure time.	Students will engage in: 1. Recreation 2. Performance and Creativity 3. Gardening 4. Reading, viewing and writing 5. Voluntarism	1. Fine Arts A. Drama B. Vocal Music C. Instrumental Music D. Arts and Crafts 2. Agriculture 3. English 4. Reading 5. Co-curricular Activities A. Student government B. Clubs C. Athletics	1. Fine Arts A. Drama B. Vocal Music C. Instrumental Music D. Arts and Crafts 2. Agriculture 3. English 4. Reading 5. Co-curricular Activities A. Student government B. Clubs C. Athletics 6. Advisory Program	1. Fine Arts A. Drama B. Vocal Music C. Instrumental Music D. Arts and Crafts 2. Agriculture 3. English 4. Reading 5. Co-curricular Activities A. Student government B. Clubs C. Athletics 6. Physical Education	1. Fine Arts A. Drama B. Vocal Music C. Instrumental Music D. Arts and Crafts 2. Agriculture 3. English 4. Reading 5. Co-curricular activities A. Student government B. Clubs C. Athletics 6. Physical Education

CAPEEP EDUCATIONAL COMPETENCY/INSTRUCTIONAL MATRIX

CAPEEP DEVELOPMENT COMPETENCY GOAL	CRITICAL ATTRIBUTES - SHORT TERM INSTRUCTIONAL OBJECTIVE	GRADE LEVEL ACTIVITY INSTRUCTIONAL DELIVERY SYSTEM			
		GRADE 9	GRADE 10	GRADE 11	GRADE 12
Students will demon- strate the ability to make decisions critical to career success.	Students will be able to develop: 1. A positive self-image. 2. A set of values. 3. A decision-making process.	1. Curriculum Pro- gram A. Self-actuali- zation B. Critical Thinking 2. Counseling A. Self-assess- ment B. Evaluation 3. Advisory A. Self-assess- ment B. Self-actuali- zation C. Evaluation 4. Co-curricular Activities A. Interpersonal Skills	1. Curriculum Pro- gram A. Self-actuali- zation B. Critical Thinking 2. Counseling A. Self-assess- ment B. Evaluation 3. Advisory A. Self-assess- ment B. Self-actuali- zation C. Evaluation 4. Co-curricular Activities A. Interpersonal Skills	1. Curriculum Pro- gram A. Self-actuali- zation B. Critical Thinking 2. Counseling A. Self-assess- ment B. Evaluation 3. Advisory A. Self-assess- ment B. Self-actuali- zation C. Evaluation D. Decision-making process in selecting a particular career. 4. Co-curricular Activities A. Interpersonal Skills	1. Curriculum Program A. Self- Actuali- zation B. Critical Thinking 2. Counseling A. Self- assessment B. Evaluation 3. Advisory A. Self- assessment B. Self- actuali- zation C. Evaluation 4. Co-curric- ular Activities A. Inter- personal Skills

CAREER EDUCATIONAL COMPETENCY / INSTRUCTIONAL MATRIX

CAREER DEVELOPMENT COMPETENCY GOAL	CRITICAL ATTRIBUTES - SHORT TERM INSTRUCTIONAL OBJECTIVE	GRADE LEVEL ACTIVITY INSTRUCTIONAL DELIVERY SYSTEM			
		GRADE 9	GRADE 10	GRADE 11	GRADE 12
Students will demonstrate skills which perpetuate a humanistic attitude in the work environment.	Students will demonstrate: 1. Communication Process Skills 2. Conflict management 3. Ability to make change 4. Interpersonal skills 5. Group dynamics				1. Advisory Program A. Video-tape group presentation

SECTION 2

INDIVIDUALIZED CAREER EDUCATIONAL PLANNING

- Guidelines for Using the ICEP
Within the Advisory Framework
- Instructions for Use of ICEP
- ICEP Forms

INDIVIDUALIZED CAREER EDUCATIONAL PLANNING

Guidelines for Using the ICEP Within the Advisory Framework

The Individualized Career Education Plan (ICEP) described in this section is a planning tool to assist advisors in guiding their advisees. The original concept of the ICEP was developed by the Riverside County Youth Career Experience Program and successfully used with approximately 2,500 students. It has been adapted and personalized to meet the needs of Beaumont High School's students.

The ICEP is an assessment tool designed for planning a student's career educational experiences in Beaumont's Career Education Program. It will assist advisors in acquiring data systematically concerning a student's interests, abilities, and needs. Individual career goals and objectives are identified and then specific activities are planned to reach the student's goals. Use of ICEP will guarantee a comprehensive, developmental career skill plan for every student at Beaumont High School.

The advisor's role in the use of ICEP will include:

- A. Assist students in becoming aware of their abilities and needs.
- B. Guide students in selecting career goals.
- C. Design a student plan that provides educational activities aimed at attaining career goals.
- D. Assessment of student goal achievement and growth.
- E. Assist students periodically in modifying goals when appropriate.

Instructions for Use of the Individualized Career Education Plan

The following guidelines may be used for interpreting and completing the ICEP.

PAGE ONE

- I. BIOGRAPHICAL OUTLINE: Respond with the appropriate information requested.
- II. LEVEL OF CAREER EDUCATIONAL PERFORMANCE: Through observation, student response, and assessment results, the student's career education performance level can be determined:
 - A. ACADEMIC: General academic ability
 - READING: Vocabulary comprehension and study skills.
 - SPELLING: (Language) level of spelling and writing skills.
 - MATH: Basic math functions, money measurement, linear and liquid measurement
 - B. SOCIAL/EMOTIONAL ADAPTION: Ability to take directions and adjustment to social settings and peer relationships.
 - C. COORDINATION SKILLS: Both gross motor and fine motor movements
 - D. VISION: Consider difficulties in visual perception and hand-eye coordination
 - E. HEALTH: Consider student's maintenance of appropriate health and safety habits
 - F. OTHER PERTINENT FACTORS: Assets, abilities, positives or problem areas the student exhibits

PAGE TWO

III. IMPLEMENTATION

- A. GOAL: School personnel should assist students in developing long range and short term career goals.

- B. STEPS TO REACH GOAL: Specify curriculum and vocational activities directed toward the attainment of the long term goal
- C. ANNUAL GOAL: Assist student in developing short range and school year career plans
- D. SHORT TERM OBJECTIVES: Plan activities through which annual goal is realized
- E. INSTRUCTIONAL ACTIVITIES: Specify curriculum and vocational activities through which the short term objectives are met

PAGES THREE AND FOUR

- IV. GRADUATION NEEDS: Using appropriate Pupil Personnel Service materials complete and update student credit requirements and needs.

Office of
Beaumont High School

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

SCHOOL:

I.D. #:

NAME:

<LAST> <FIRST><M.I.>

DATE OF BIRTH:

AGE:

YEAR OF GRADUATION:

PARENT/GUARDIAN:

STREET ADDRESS:

CITY:

STATE:

ZIP CODE:

PHONE NUMBER

PRIMARY LANGUAGE AT HOME:

PRIMARY LANGUAGE - STUDENT:

DATE OF PLAN:

DATE OF REFERRAL:

LEVEL OF CAREER-EDUCATION PERFORMANCE

A. ACADEMIC
READING:

WRITING:

B. SOCIAL/EMOTIONAL ADAPTION:

C. COORDINATION SKILLS:

D. VISION:

E. HEALTH:

F. CAREER/VOCATIONAL ASSESSMENT:

<TYPE OF ASSESSMENT USED>

CAPS <DATE>:

COPS <DATE>:

OTHER <DATE AND DESCRIBE>:

Office of
Beaumont High School

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

SCHOOL:

I.D. #:

NAME:

<LAST> <FIRST><M.I.>

GOALS, OBJECTIVES AND ACTIVITIES

I. CAREER DEVELOPMENT GOAL:

SHORT TERM OBJECTIVES:

ACTIVITIES TO MEET OBJECTIVE/S
(STUDENT CAREER CENTER RESEARCH/
ACADEMIC COURSES / LEISURE ACTIVITY / WORK EXPERIENCE)

1.

2.

3.

4.

OBJECTIVES ACHIEVED (DATE): OBJECTIVES CONTINUED (DATE):

II. CAREER DEVELOPMENT GOAL: TO BE DEVELOPED

SHORT TERM OBJECTIVES:

ACTIVITIES TO MEET OBJECTIVE/S
(STUDENT CAREER CENTER RESEARCH/
ACADEMIC COURSES / LEISURE ACTIVITY / WORK EXPERIENCE)

1.

2.

3.

4.

OBJECTIVES ACHIEVED (DATE): OBJECTIVES CON'T (DATE):

Office of
Beaumont High School

INDIVIDUALIZED CAREER - EDUCATIONAL PLAN

SCHOOL:

I.D. #:

NAME:

<LAST> <FIRST><M.I.>

CREDIT CHECK

YEAR OF GRADUATION

SUBJECT

REQUIRED

COMPLETED

NEEDS

ENGLISH

ENGLISH 9

ENGLISH 10-----
ENGLISH 11-----
ENGLISH 12-----
ELECTIVES-----
SOCIAL STUDIES

GLOBAL CULTURES

WORLD HISTORY-----
U.S. HISTORY-----
U.S. GOVERNMENT-----
ELECTIVES-----
MATH SCIENCE

MATH

CREDIT CHECK

ELECTIVES

SCIENCE-----
HEALTH SCIENCE-----
ELECTIVES-----
P.E.-----
DRIVER EDUCATION/TRAINING-----
GENERAL ELECTIVES (105)
BUSINESS-----
CONSUMER/FAMILY-----
FINE ARTS-----
FOREIGN LANG./INDUSTRIAL ART-----
R.O.P.-----
WORK EXPERIENCE-----
NON-DEPARTMENTAL-----
TOTAL REQUIREDTOTAL EARNED
CREDITS NEEDEDPROFICIENCY TESTS PASSED:
WRITING MECHANICS DATE:
WRITING USAGE DATE:
READING DATE:
MATH DATE:

SECTION 3

ADVISORY INSTRUCTIONAL UNITS

- Freshmen Level**
- Sophomore Level**
- Junior Level**
- Senior Level**

Freshmen Level

SKILL: Value Clarification

OBJECTIVE:

Students will demonstrate the ability to clarify a meaningful set of work values.

ACTIVITIES:

- 1.1 Given a list of quotations that express beliefs about work, ask the students to select three of these quotes that have the most meaning for them.
- 1.2 After defining values and goals advisees will prioritize a list of work values.
- 1.3 Advisees will write their own obituaries by identifying their values and goals and how they are related to the kind of person they are and wish to be.

EVALUATION:

Advisor and/or advisee will keep a record of assignments completed. Record will be evidence for meeting objective.

***There are different types of values. Life values are what is important to you in one's life while work values are important concerning your work. In attempting to clarify a set of work values there is some natural overlapping of the two.

Also, students may have difficulty expressing viewpoints not held by their peers. It is important to allow different opinions to be expressed in the advisory group.

1.1

NAME

DATE

LEVEL: Freshmen

SKILL: Value Clarification

OBJECTIVE: Students will demonstrate the ability to clarify a meaningful set of work values.

ACTIVITY: The following quotations express various feelings that people have about work. Select two that have the most meaning for you. Jot down your thoughts and feelings about them on the back of this page and discuss them in your advisory group.

- | | |
|---|--|
| <p>a. "A Working man is a happy man."
- Unknown</p> <p>b. "Work is love made visible."
- Gibran</p> <p>c. "Work is a four-letter word."
- Unknown</p> <p>d. "The reward of a thing well done is to have done it."
- Emerson</p> <p>e. "Every man has a vocation to be someone, but he must understand clearly that in order to fulfill this vocation, he can only be one person: himself."
- Merton</p> <p>f. "Let your boat of life be light, packed with only what you need -- a homely home and simple pleasures, one or two friends worth the name, someone to love and someone to love you, a cat, a dog, and a pipe or two, enough to wear, and a little more than enough to drink."
- Jerome</p> <p>g. "Work is the crabgrass in the lawn of life."
- Snoopy</p> | <p>h. "Find a job that makes you happy, and don't stop looking until you find it."
- Clayton</p> <p>i. "Work expands to fill the time available for its completion."
- Parkinson</p> <p>j. "Without work all life goes rotten. But when work is soulless, life stifles and dies."
- Camus</p> <p>k. "Man's right to work is the right to be bored for most of his natural life."
- Neville</p> <p>l. "The expenditure of physical and mental effort in work is as natural as play or rest."
- McGregor</p> <p>m. "Organize your energies along your own line of natural interest and persistence, and you will do more, much more, so much better."
- Kaiser</p> |
|---|--|

1.2

NAME _____

DATE _____

LEVEL: Freshmen

SKILL: Value Clarification

OBJECTIVE: Students will demonstrate the ability to clarify a meaningful set of work values.

ACTIVITY: Using the dictionary, previous experience, or advisor, complete the following:

Define Values: _____

Define Goals: _____

Rank each work value according to its importance to you. Put a "1" on the line in front of the work value which you think is most important. Put a "2" in front of the one which is second in importance. Continue until you have ranked all 13 work values.

- _____ 1. Adventure - doing exciting activities, being in new or uncertain situations, engaging in competition.
- _____ 2. Artistic - producing something aesthetically pleasing to the physical senses.
- _____ 3. Creative - initiating a new idea or product.
- _____ 4. Financial Income - receiving a high income.
- _____ 5. Independent - planning your own work activities, being free to change procedures.
- _____ 6. Intellectual - solving complex questions requiring thought, applying concepts and knowledge to problems.
- _____ 7. Leadership - influencing others in their work, being a leader, making decisions.
- _____ 8. Orderliness - following set procedures, doing well-ordered or repetitive routines.
- _____ 9. Physical performance - being able to do difficult physical tasks which require precision and coordination.
- _____ 10. Productive - making a product or doing work which results in something usable.
- _____ 11. Recognition - being known by many people, receiving respect from others.
- _____ 12. Social Service - working for the benefit of others and society.
- _____ 13. Variety - being engaged in many different activities or problems.

1.3

NAME _____

DATE _____

LEVEL: Freshmen

SKILL: Value Clarification

OBJECTIVE: Students will demonstrate the ability to clarify a meaningful set of work values.

ACTIVITY: Write your own obituary column by filling in the blanks below. Identify your own values and goals and how they are related to the person you are and hope to be. The date could be today or in the future.

DATE _____

(name) _____, age _____ died yesterday from _____

_____. He/she was a member of _____.

He/she was _____ to all who knew him/

her. He/she was survived by _____ and _____

_____. He/she graduated from _____.

At the time of his/her death he/she was working on becoming _____

_____. He/she will be remembered for _____

_____, (name) _____ will be

mourned by _____ because _____

_____. The world will suffer the loss of

his/her contribution in the areas of _____

_____. He/she always wanted, but he/she

never got to _____.

The body will be _____.

Flowers may be sent _____.

In lieu of flowers _____.

Sophomore Level

SKILL: Relating Leisure Activities and Occupations.

OBJECTIVE:

Students will demonstrate the ability to make constructive use of leisure time.

ACTIVITIES:

- 2.1 Students will identify their leisure activities and those they wish to do in the future.
- 2.2 The advisor will assist the student in relating their leisure activities to related occupations.
- 2.3 The advisee will complete an individual profile identifying interest areas, leisure activities, values, and aptitudes.

EVALUATION:

Advisor and/or advisee will keep a record of assignments completed. Record will be evidence for meeting objective. Use of skills met at the freshmen and sophomore levels should be used in educational planning for each individual advisee at the final two levels.

*** The student should learn that leisure time is not equally distributed among occupational groups. While the student will apply their own values concerning leisure time they should recognize that personal satisfaction in a career is related in part to effective involvement in leisure activities.

2.1

NAME _____

DATE _____

LEVEL: Sophomore

SKILL: Students will demonstrate the ability to make constructive use of leisure time.

ACTIVITY: On this worksheet under the appropriate headings, list ten activities you currently enjoy doing and ten activities you would like to try in the future.

LEISURE OPPORTUNITIES

	1. Activities I like to do	2. Activities I wish to try
Example	A. Backpacking	A. Skiing
	1.	1.
	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9
	10	10

Use the following questions as a guide for a discussion with your advisory group:

- Which leisure activity do you most enjoy and why?
- How can the school and community help you develop your leisure activities?
- How can you include the leisure activities you want to continue or begin in your future plans?

2.2

NAME _____

DATE _____

LEVEL: Sophomore

SKILL: Relating Leisure Activities and Occupations.

OBJECTIVE: Students will demonstrate the ability to make constructive use of leisure time.

ACTIVITY: In this activity you will relate your preferred leisure activities from lesson 2.1 to occupations. List some of your preferred leisure activities in the lefthand column and then to the right of that think of the occupations that could be related to them.

	Leisure Activity	Related Occupations
Example	A. Model Building	A. Carpenter, engineer, mechanic, contractor, artist, etc.
	1.	1.
	2	2
	3	3
	4	4
	5	5

*** Among your advisory members try to identify other related leisure activities and occupations. Discuss ways in which you can learn more about the occupations you have listed.

2.3

NAME _____

DATE _____

LEVEL: Sophomore

SKILL: Relating Leisure Activities and Occupations.

OBJECTIVE: Students will demonstrate the ability to make constructive use of leisure time.

ACTIVITY: Complete the following individual profile and use the data listed in planning your educational and leisure activities in your remaining two years of high school.

A. My favorite leisure activities are:

1. _____
2. _____
3. _____

B. My top five work values are:

1. _____
2. _____
3. _____
4. _____
5. _____

C. My top three occupational interests are:

1. _____
2. _____
3. _____

D. Occupational skills which I now possess or am interested in learning are:

1. _____
2. _____
3. _____

JUNIOR LEVEL**SKILL: Critical Decision Making****OBJECTIVE:**

Students will demonstrate the ability to make decisions critical to career success.

ACTIVITIES:

- 3.1 Given the basic six steps involved in good decision making have the advisees place the steps in correct order.
- 3.2 Using the step-by-step decision making method have them solve a problem of their own.
- 3.3 Have the advisees select an individual, career-related problem and use the critical decision making process in solving it.

EVALUATION:

Advisor and/or advisee will keep a record of assignments completed. Record will be evidence for meeting objective.

*** While small group work is possible with the given activities, each advisee is probably at a different skill level. By the time a student reaches the third activity it is suggested that it be performed individually.

3.1

NAME _____

DATE _____

LEVEL: Junior

SKILL: Critical Decision Making

OBJECTIVE: Students will demonstrate the ability to make decisions critical to career success.

ACTIVITY: Using the dictionary, previous experience, or advisor as resources, in your own words define decision making:

Listed out of order below are six basic steps involved in good decision making. Place the steps in correct order.

- | | | |
|--|----|-------|
| Gather information | 1. | _____ |
| Choose best solution | 2. | _____ |
| Establish solution constraints | 3. | _____ |
| Identify problem | 4. | _____ |
| List possible solutions | 5. | _____ |
| Evaluate solutions against constraints | 6. | _____ |

***Be prepared to discuss your answers with your advisory group and justify your decision making order.

3.2

NAME _____

DATE _____

LEVEL: Junior

SKILL: Critical Decision Making

OBJECTIVE: Students will demonstrate the ability to make decisions critical to career success.

ACTIVITY: Select a problem dealing with your everyday life. Use the following form to solve this problem:

1. Indicate the problem

1. _____

2. Gather information for subject awareness. What do you know about the problem?

2. _____

3. Establish solution constraints, things that must be part of the solution

3. _____

4. List all possible solutions

4. _____

5. Evaluate solutions against constraints and possible consequences

5. _____

6. Choose solution that you believe is the best

6. _____

3.3

NAME _____

DATE _____

LEVEL: Junior

SKILL: Critical Decision Making

OBJECTIVE: Students will demonstrate the ability to make decisions critical to career success.

ACTIVITY: Select an individual, career-related problem and use the critical decision making process in solving it. A career planning problem such as what career field to choose, or do you wish to attend college/vocational school, are typical decisions facing high school students.

1. Indicate the problem

1. _____

2. Gather information for subject awareness. What do you know about the problem?

2. _____

3. Establish solution constraints, things that must be part of the solution

3. _____

4. List all possible solutions

4. _____

5. Evaluate solutions against constraints and possible consequences

5. _____

6. Choose solution that you believe is the best

6. _____

Senior Level

SKILL: Personalizing the Work Environment

OBJECTIVE: Students will demonstrate skills which perpetuates a humanistic attitude in the work environment.

ACTIVITIES:

- 4.1 In choosing a work setting the advisee will complete a Work Setting Chart. This activity evaluates the setting as well as the task.
- 4.2 In this group discussion activity, ways to improve the work setting in which workers can be active and positive agents in creating a satisfying work setting will be discussed. A description of a work situation is given and students will role play the setting for possible solutions.
- 4.3 Advisees will conduct a self-analysis of personal work characteristics important for individual success.
- 4.4 Advisees will develop a plan for self-improvement in their effectiveness in human relationships.

EVALUATION:

Advisor and/or advisee will keep a record of assignments completed. Record will be evidence for meeting objective.

*** It is important to remember that the work environment includes both the working conditions, physical conditions, and co-worker relationships. While many people hold jobs, many people also dislike their jobs. Aspects of the work environment can effect workers' job satisfaction and job performance.

4.1

NAME _____

DATE _____

LEVEL: Senior

SKILL: Personalizing the Work Environment

OBJECTIVE: Students will demonstrate skills which perpetuates a humanistic attitude in the work environment.

ACTIVITY: Complete the following Work Setting Chart. In the positive (P) section for each heading, list characteristics of a job you prefer. In the negative (N) section list characteristics of a job you want to avoid.

WORK SETTING CHART

WORKING	(P)
CONDITIONS	(N)
PHYSICAL	(P)
CONDITIONS	(N)
CO-WORKER	(P)
RELATIONSHIPS	(N)

Knowing your preferences in types of work settings should be useful in exploring possible career choices.

4.2

NAME

DATE

LEVEL: Senior

SKILL: Personalizing the Work Environment

OBJECTIVE: Students will demonstrate skills which perpetuates a humanistic attitude in the work environment.

ACTIVITY: In most work settings, some adapting on the part of the work is needed to make the job more satisfying. It usually occurs in one of these three forms:

- The worker may change to the setting.
- The setting may change to adapt to the worker.
- The worker and the setting may both change.

At your advisor's direction, role play the following two characters thinking of changes the individuals could make to resolve the conflict.

WORKER: "I was fired from my job at the electronics store two weeks ago. The manager had it in for me. Computers are a hobby of mine and working in the computer department was right up my line. The employers were on my case trying to run my life. I knew my job and did it, but I couldn't help it if my uniform wasn't clean and I couldn't always wear it.

MANAGER: "A worker must adapt to certain job demands no matter how skilled or knowledgeable they are. Our company's rules require being on time and wearing uniforms. Nobody receives special treatment, everyone is expected to follow the rules and get along with fellow workers. The person we let go knew computers better than anyone else on the job but he thought he could act anyway he wanted.

4.3

NAME _____

DATE _____

LEVEL: Senior

SKILL: Personalizing the Work Environment

OBJECTIVE: Students will demonstrate skills which perpetuates a humanistic attitude in the work environment.

ACTIVITY: The following questions are keys to your success as you enter the work world. Answer them as honestly as possible as they pertain to you.

YES NO 1. Will you dress neatly, wearing clothes appropriate for the job?

YES NO 8. Are you putting forth your best efforts while in school?

YES NO 2. Have you worn appropriate school clothes while attending high school?

YES NO 9. Will you be on the job every day unless you are really too ill to go to work?

YES NO 3. Will you plan to be a few minutes early for work each day so that little emergencies will not make you late?

YES NO 10. Have you attended school regularly, being absent only when you were too ill to attend?

YES NO 4. Do you always arrive at school in time for your first class?

YES NO 11. If you finish your own work early, will you help a co-worker?

YES NO 5. On the job, will you take criticism without resentment-and learn from it?

YES NO 12. Around your own household, or on a part-time job, have you been willing to help others with their tasks?

YES NO 6. Have you taken well and learned from the constructive criticism given by your teachers and parents?

YES NO 13. On the job, will you be considerate of other's feelings?

YES NO 7. Will you do the best job you can whenever you work?

YES NO 14. Are you considerate of the feelings of your friends, parents, and even those whom you do not consider your friends.

YES NO 16. In your school work, have you usually completed whatever work has been assigned to you?

YES NO 15. Will you stick to a difficult task until it is completed?

YES NO 17. Do you regularly eat those foods which contribute to good health; get regular, vigorous exercise; and sleep at least eight hours every day?

*** Take a few minutes to analyze your answers. The more questions you answered yes to the greater your chance for success in the career of your choice.

4.4

NAME _____

DATE _____

LEVEL: Senior

SKILL: Personalizing the Work Environment

OBJECTIVE: Students will demonstrate skills which perpetuates a humanistic attitude in the work environment.

ACTIVITY: Effectiveness in human relationships is important not only in school but also on the job. Efforts can be made to improve relationships and the first place to start is by looking at yourself. Rate yourself in the following areas.

PERSONALITY TRAITS

Trait	Good	Average	Needs Improvement
Courtesy			
Enthusiasm			
Friendliness			
Health			
Honesty			
Loyalty			
Neatness			
Open-mindedness			
Personal appearance			
Punctuality			
Reliability			
Self-initiative			
Sense of humor			

Everyone has some room for improvement. Here are some steps to improving your relationships with others.

1. Decide on one trait to improve.
2. Develop a plan for improvement.
3. Monitor your progress regularly.
4. When improvement is permanent begin on another trait.

Select one of your own personality traits that needs improvement.

Using the above steps and begin working on improving it. Use your advisor or someone else in your adviser group that knows you well to discuss your plan with.

*** Remember -- Today is the first day of the rest of your life! Make something of it.

APPENDIX A

ADVISORSHIP PROGRAM

EVALUATION SURVEY

BEAUMONT HIGH SCHOOL

ADVISORSHIP PROGRAM
Evaluation Survey

In order to improve the advisory program and make it more responsive to your needs, we may need your help! We value your feelings and opinions regarding the advisory program and Beaumont High School. Due to student and faculty evaluations from last year we made changes to include career planning in the advisory program.

Please answer the following as openly and honestly as you can.

1. Male _____ Female _____ Grade _____
2. I would describe myself as:
A. ☐ a student scholar (High GPA) C. ☐ an average student (C average)
B. ☐ a good student (B average) D. ☐ grades are not my thing
3. This is how I feel about the courses I have taken and/or am taking:
A. ☐ they are meaningful and fit into my career goals.
B. ☐ a majority are meaningful and fit into my career goals.
C. ☐ a few of them are meaningful and fit into my career goals.
D. ☐ none of them make any sense and they have nothing to do with my life.
4. Is there at least one adult person in the school with whom you have a trusting and comfortable relationship?
A. ☐ Yes, there is at least one adult.
B. ☐ No, there is not one adult.
C. ☐ I'm not sure.
5. Is this person your advisor? Yes _____ No _____
6. How long have you been with your current advisor?
A. ☐ 1 year C. ☐ 3 years
B. ☐ 2 years D. ☐ 4 years
7. How did you and your advisor get together?
A. ☐ I was assigned. C. ☐ I don't know.
B. ☐ I had the opportunity to choose.

8. Is the advisor/advisee assignment process satisfactory?

Yes _____ No _____

9. Do you feel the advisory program:

A. is beneficial to you? Yes _____ No _____

B. is meeting your needs? Yes _____ No _____

C. should have meetings: daily _____ weekly _____ bi-monthly _____ monthly _____

10. Rate the advisory program as you see it.

A. _____ excellent

C. _____ fair

B. _____ good

D. _____ poor

11. Did the Career Fair assist you in obtaining career information and planning?

_____ Yes _____ Partially _____ Not at all

12. Circle the areas in which you feel the need for further assistance:

college planning

listening skills

career planning

personal/social development skills

career decision making skills

communications skills

multicultural awareness

review graduation requirements

13. What kinds of activities, other than those already covered, would you like to see during the advisory meetings?

1. _____

3. _____

2. _____

4. _____

14. Comments - It would be valuable for us to hear about your experience in the advisory program. Positive or otherwise. _____

APPENDIX B

INDIVIDUALIZED CAREER -

EDUCATIONAL PLAN

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

**INDIVIDUALIZED CAREER - EDUCATIONAL PLAN
(ICEP)**

School: _____ District: _____

Name: _____
LAST FIRST MI

Date of Birth: _____ Age: _____ Grade: _____

Parent/Guardian: _____

Address: _____ City: _____ State: _____

Zip Code: _____ Phone Number: _____

Primary Language: Home _____ English _____

Date of Plan: _____ Date of Referral: _____

LEVEL OF CAREER-EDUCATION PERFORMANCE:

A. Academic:

Reading: _____

 Writing: _____

 Computation: _____

B. Social-Emotional Adjustment:

C. Coordination Skills:

D. Vision:

E. Health:

F. Vocational:

Type of Assessment Used _____

- ☐ CAPS
☐ COPE
☐ OTHER

WFO: B:

OFFICE OF
RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS

Page: 1

Individualized Career Education Plan

Date: _____

School: _____

Student: _____

District: _____

GOALS AND OBJECTIVES	1. Annual Goal: _____ Short Term Objective: _____							
	2. Annual Goal: _____ Short Term Objective: _____							
	3. Annual Goal: _____ Short Term Objective: _____							
	4. Annual Goal: _____ Short Term Objective: _____							
OTHER NEEDS	Special Instructional media and materials needed: _____							
	Remedial Academic instruction needed: _____							
	Career/Instruction: _____							
SIGNATURES	The following were participants in the development of this ICEP.							
	<table border="0"> <tr> <td>Student: _____</td> <td>Date: _____</td> <td>Program Coordinator: _____</td> <td>Date: _____</td> </tr> <tr> <td>Peer Group Counselor: _____</td> <td>Date: _____</td> <td>Curriculum Specialist: _____</td> <td>Date: _____</td> </tr> </table>	Student: _____	Date: _____	Program Coordinator: _____	Date: _____	Peer Group Counselor: _____	Date: _____	Curriculum Specialist: _____
Student: _____	Date: _____	Program Coordinator: _____	Date: _____					
Peer Group Counselor: _____	Date: _____	Curriculum Specialist: _____	Date: _____					
PARENT/GUARDIAN	<p>This Individualized Career Education Plan was prepared and reviewed with my child in understandable language. Opportunity was given for him/her to provide input and modify the program.</p> <p><input type="checkbox"/> I do agree with this ICEP</p> <p><input type="checkbox"/> I do not agree with the ICEP</p> <p>WFA 70-81</p>							
	<table border="0"> <tr> <td>Parent/Guardian: _____</td> <td>Date: _____</td> </tr> <tr> <td>Parent/Guardian: _____</td> <td>Date: _____</td> </tr> </table>	Parent/Guardian: _____	Date: _____	Parent/Guardian: _____	Date: _____			
Parent/Guardian: _____	Date: _____							
Parent/Guardian: _____	Date: _____							

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